



Willows Academy

# Summer Enrichment Requirements

Summer 2020

# Willows Academy

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## Summer Enrichment Guidelines

The goal of the summer break is to give our minds, bodies and spirits a time to rest, relax, grow, and prepare for what comes next in our lives. Summer is designed to be a break from the ordinary, to rest, and enjoy all that Chicago has to offer during the summer months. Willows believes that this rest is accomplished by a change of activity rather than an absence of activity.

In order to help the students use their time well and keep their minds sharp while they relax, Willows expects students to continue their studies over the summer by completing the summer enrichment expectations.

The **Summer Reading** is designed to be enjoyed throughout the summer months. Texts are chosen not just for their correlation to the curriculum, but also for their literary worth and enjoyment by the student. During the summer, students have the time to read slowly and to savor the texts they are reading, adding this literature to their intellectual fund of knowledge. Students are required to read the texts indicated, but very much encouraged to read from the recommended titles list. Students are also reminded that many libraries carry unabridged copies of these texts on audio books which, when read together with the text can greatly enhance the reading experience.

The **Math Review for Grades 7 and 8** is designed to review the previous year's mathematics in order to start the next level of math fully prepared for success. This work should be done throughout the summer. Math review work is required for students with any Quarter or Semester Grade of 84% or below OR a Test Average of 76% in their current math class.

The **Algebra I Readiness Packet for Grade 7, 8, and 9** reviews key mathematical concepts required for Algebra I. The transition from middle-school math to high-school Algebra I can be an overwhelming experience. The Algebra I Readiness Packet assists your daughter in retaining her skills, knowledge, and content mastered in Pre-Algebra. The completed packet is due on August 20, the first Thursday of the 2020-2021 school year. Ideally, your daughter will spread these exercises out over the summer.

Learning through service to others is an integral component of a Willows education. We encourage our students to begin their **Service Hours** over the summer months. Students in grades 6-12 are required to serve five hours of service in each of the three following categories: care for the elderly, service to the community, and assistance to the impoverished, for a total of fifteen meaningful service hours each year. Service Hours are not due until May 1, 2021, but we advise to get a head start over the summer.

In addition to these required activities, we also encourage parents to closely monitor student use of technology and television during the summer months. One quick guide a parent can use is to balance reading and other wholesome activities with television/technology/cell phone time. For every hour your daughter spends on the computer, in front of the tv, or on her phone, has she spent an hour: reading, doing a craft, playing music, exercising, playing sports, engaged in a service activity, helping out at home? As you well know as parents, it's all about balance!

We hope you enjoy this summer enrichment program, and we look forward to seeing all our students taller, tanner, and intellectually sharp on August 21!

# What is a Lexile?

Next to each text on the reading list we identify the Lexile® of each text. A Lexile® provides one piece of information about a student's reading ability or about the difficulty of a text. A Lexile® allows us to predict how well a student may be able to comprehend a text; by matching a student Lexile® with a text Lexile® we increase the chances of students having a successful reading experience.

A Lexile® is based on a different principle than a "grade level equivalency." In the same way that you don't buy a shoe based on your daughter's age, you buy it based on the size of her foot, you don't identify a student's reading level based on her age, but on her actual reading "size." This reading "size" is her Lexile®.

Unlike reading fluency, the Lexile® measure focused on **comprehension**. It indicates identifies your daughter's ability to decipher the words of the text (fluency) and her ability to understand what she just read.

A Lexile® is a flexible measure that acknowledges other factors that influence comprehension. For example, when interest is very high, a child a child may enjoy and comprehend texts at the high end or above her Lexile®. When the text is guided, for example the novels your child will read throughout the years, students can comprehend at much higher Lexile® because the text is read more slowly and its complexity is analyzed and guided in class by a teacher. When content is new or not interesting and unguided (as is summer reading), a student may need to read at a lower Lexile® to comprehend the text.

In addition to Lexile® however, we all know that reading is a skill: the more a child reads, the stronger her reading skills will become.

We also know that some texts are simple, but very deep due to their themes and, despite their Lexile®, should be read at an older age or several times. For example, The Lion, the Witch and the Wardrobe (L940) could easily be placed on the senior reading list because of its allegory.

When helping your daughter select a text to read, consider two factors: 1) her reading ability and 2) her interest in the topic. To help you do this, we have provided summaries of all the texts on the list. If your daughter is a lower reader, but very interested in the topic, she may be able to do well with a text with a higher Lexile®. If your daughter's interest in a text is very low, she may need a text with a lower Lexile® in order to get through it with comprehension.

From: [www.Lexile.com](http://www.Lexile.com)

All book descriptions in the Summer Reading lists below are taken from publishers' and sellers' websites and book jackets.



Although each child is at her own place at her own time...like her shoe size...in general, a student tends to fall into the following Lexile® ranges:

# Incoming 11<sup>th</sup> Grade

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## World Language Review

With the goal of letting the girls have a break from the rigors of school, the French and Spanish language teachers have decided to create an opportunity for grades **10, 11 and honors level 4** to maintain and ideally sharpen their skills through the use of the online program **Duolingo**. Participation will be voluntary but highly encouraged, and teachers have explained the benefits of maintaining all of the skills that the girls have worked so hard to acquire during the year.

The lessons are “gamified”, meaning they are entertaining, and competition with oneself is rewarded with “expert points” and gold circles. There is a placement test offered at sign-up so that girls can place out of the very elementary lessons and begin at a higher level if they choose to do so. A daily 15 to 20 minutes Duolingo work is recommended as well as practice listening skills with <https://podcast.duolingo.com/> (for Spanish and French), <https://www.notesinspanish.com/> for Spanish only and watching movies in the target language with subtitles in English or in the target language.

Again, participation is not mandatory but highly encouraged, and the benefits of using Duolingo, and the listening activities should be felt by the levels below AP. The programs in French and Spanish are available on both the computer and smartphone.

## Summer Reading

**Assignment:** Read the text marked “REQUIRED” and try to read those “HIGHLY RECOMMENDED.” The books listed under “suggested books” are not required, rather they are optional recommendations that students may choose from for additional summer enrichment.

**Assessment:** In-class discussion and essay. While reading the required novel, you will need to create a journal-chart that tracks your thinking over the course of the work. You will complete 10 Craft-Based entries which should reflect on characterization, plot, language, setting and author’s purpose. You will also complete 10 Reader-Response entries which will include questions, predictions, text connections, and reader like/dislikes. This will be a total of 20 journal entries. [Click here to download the required template](#) (make a copy to edit) and [click here to view an example](#) modeling the process and expectations. Bring the entries to English class on the first day of school.

### Required for both Accelerated and Honors American Literature:

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#### **REQUIRED: *Hidden Figures* by Margot Lee Shetterly (2016)**

Before John Glenn orbited the earth, or Neil Armstrong walked on the moon, a group of dedicated female mathematicians known as “human computers” used pencils, slide rules and adding machines to calculate the numbers that would launch rockets, and astronauts, into space. Among these problem-solvers were a group of exceptionally talented African American women, some of the brightest minds of their generation. They were called into service during the labor shortages of World War II, when America’s aeronautics industry was in dire need of anyone who had the right stuff. Suddenly, these overlooked math whizzes had a shot at jobs worthy of their skills, and they moved to Hampton, Virginia and into the fascinating, high-energy world of the Langley Memorial Aeronautical Laboratory. *Hidden Figures* follows the interwoven accounts of Dorothy Vaughan, Mary Jackson, Katherine Johnson and Christine Darden, four African American women who participated in some of NASA’s greatest successes, beginning during World War II (Amazon Book Description).

## Highly Recommended Books for Additional Summer Enrichment

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Boys in the Boat by Daniel James Brown (L1260)

The Color of Water by James McBride (L1240)

The Crucible by Arthur Miller (L1320)

Death Comes for the Archbishop by Willa Cather

A Good Man is Hard to Find and Other Stories by Flannery O'Connor

The Help by Kathryn Stockett (L730)

Killer Angels by Michael Shaara (L610)

The Story of My Life by Helen Keller

Uncle Tom's Cabin by Harriet Beecher Stowe

What if? by Randall Munroe

## Advanced Art

Students must email Mrs. Morris @ [morris@willowsacademy.org](mailto:morris@willowsacademy.org) to discuss summer requirements (college level summer class + packet).